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ABSTRACT

Approximately 600 linguists, secondary School English department chairpersons, and their staff members participated in a study of whether active members of the National Council of Teachers of English (NCTE) who were in leadership positions in their schools possessed language attitudes that were linguistically informed. The subjects responded to a questionnaire that was designed to measure the extent to which teacher attitudes revealed an acceptance of K.M. Hess's nine linguistic principles: that language is symbolic and arbitrary; highly personal and social; crucial to people's humanity; dynamic; learned, noninstinctive behavior; oral; used for a variety of purposes; systematic; and conventional. Results indicated that NCTE members who are in leadership positions at the local level as English department chairpersons demonstrated only mild endorsement of modern linguistics and that their attitudes differed significantly from those of linguists for every one of the factors established by the study. However, significant differences that existed between their attitudes and those of their staff members suggest that efforts of NCTE to promote modern linguistics as it relates to the classroom have been somewhat successful. (The questionnaire developed for the survey is appended.) (AEA)

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The Language Attitudes of Secondary School English Department Chairpersons and Staff Members In Relation to Those of Practicing Linguists

James O. Lee

BACKGROUND

The efforts of NCTE for more than fifty years to promote the cause of modern linguistics in the classroom is well documented. McDavid's (ed., 1965) collection of articles on the attitudes of NCTE toward language traces these efforts through the mid 1950's. A perusal of the Council's journals and other publications since then confirms the fact that this advocacy has not abated. The work of such NCTE past-presidents as Sterling Leonard, C.C. Fries, Robert Pooley, and Albert Marckwardt provides some of the highlights of the Council's support of linguistic scholarship. However, as the McDavid collection points out again and again, classroom English teachers were not very sympathetic toward the fruits of linguistic scholarship during the first half of the century.

Lack of interest in the curriculum products of the federally funded Project English Curriculum Study Centers that flourished for awhile in the 1960's and that treated language study from a linguistic perspective is evidenced by the fact that the publication of many of these texts and unit materials has practically ceased altogether. Moreover, the eventual drying up of federal funding meant the end of the NDEA institutes that

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had represented a major effort to instruct many teachers in linguistic approaches to the teaching of language during the same decade.

The Squire and Applebee (1968) study of selected high schools that consistently educated outstanding students of English found most teachers to be confused about the nature and study of the English language, unaware of or unwilling to recognize the distinction between grammar and usage, and possessing little or no understanding of structural or the newer transformational grammar.

Other studies in the 1960's, including those of Hess (1968), Palmer (1968), and Frogner (1969) demonstrated that for the most part teachers did not possess language attitudes strongly supportive of linguistics, although Palmer found that participants in NDEA institutes were significantly more favorably disposed toward linguistics than teachers who had not participated in the institutes.

More recent studies in the 1970's have tended to focus on the influence of specific variables upon language attitudes - often inservice workshops and course work. As a group, the results are inconclusive, for while the research of Galvan and Troike (1972), Howell (1972), Walker (1973), Daniels (1975), and Rubadeau (1975) suggests that a significant change in attitude can be brought about through inservice sessions and teacher education courses, the research of Lamb (1975) and Hoover (1976) into attitudes toward Black English indicates that mere exposure to new information has a minimal effect on such attitudes, while

McCaleb (1976) found that attitudes shaped in part by course work are not always sustained and strengthened in the school setting.

PRESENT STUDY.

Whether or not efforts like those supported by the government in the 1960's and by the membership fees of NCTE for the past several decades have resulted in language attitudes more sympathetic to linguistics among those most directly exposed to such efforts was the question that prompted the present study. Specifically, this researcher investigated the question of whether or not active members of NCTE who were also in leadership positions in their schools possessed language attitudes that were linguistically informed. Secondary school English department heads who were members of NCTE's Conference of Secondary School English Department Chairpersons (CSSEDC) were selected to participate in the study. Through their direct association with the Council, the chairpersons appeared more likely to be aware of the implications of modern linguistics for the classroom than other teachers who were more isolated from the influences of the professional organization.

Cause-effect relationships demonstrating the influence of NCTE or other variables upon the chairpersons could not be proved, of course; in fact, it might be convincingly argued that enlightened attitudes precede membership in organizations that support them. However, the question of whether or not there were significant correlations between the language attitudes of the chairpersons and certain identifiable variables in their academic and professional backgrounds was also addressed by the study.

It has been the belief of this researcher that if modern linguistics is to play a signficant role in the secondary English classroom, then the judgments and decisions of those who are charged to a greater or lesser degree with the task of providing leadership in the formulation of curriculum at the local level must be characterized by enlightened attitudes toward language study. To measure the extent to which English department chairpersons possess attitudes toward language that reflect linguistic research is, then, to begin to examine the likelihood that professional efforts to provide for language teaching based on such research have been and may continue to be successful.

In addition to the chairpersons, this study examined the attitudes of a group of secondary English teachers who were members of the departmental staffs of the chairpersons involved in the study. A comparison of the two groups would help to answer the question of whether or not there were any significant differences between the attitudes of those who held major leadership roles in their departments and who were professionally active in NCTE and those who did not hold the top leadership position in their departments and who may or may not have been professionally active in NCTE. This comparison was pursued for other academic and professional variables as well.

Definition of Terms

For the purposes of this study, linguistically informed attitudes have been characterized as involving a commitment to what Postman and Weingartner (1966) refer to as the "linguistic

enterprise," a descriptive, objective inquiry into the formal and functional aspects of language. The study further characterizes such attitudes in terms of nine working principles of modern linguistics that Hess (1968) has identified and that, as a group, usually inform attitudes toward language that are based on the linguistic enterprise: (1) language is symbolic and arbitrary; (2) language is both highly personal and highly social; (3) language is crucial to man's humanity; (4) language is dynamic: change and variance are natural and necessary; (5) language is learned, noninstinctive behavior; (6) language is oral: speech is primary, writing secondary; (7) language is used for a variety of purposes; (8) language is systematic; (9) language is conventional.

The Questionnaire

The study's questionniare attempted to measure the extent to which teacher attitudes reveal an acceptance of these linguistic principles and of the scientific process which produced them; it did not attempt to determine whether the chairpersons and staff members were in command of certain facts about language that are not necessarily related to basic attitudes. To agree that a dialect is not a corrupt form of a language is to exhibit at attitude that is accepting of linguistic science, while to agree that in transformational grammar theory a grammar is a set of rules for generating sentences is to exhibit knowledge of a particular linguistic fact. The former is appropriate material for an attitudinal study; the latter is not.

The questionnaire that was the primary research instrument for this study comprises items that were designed to provoke attitudinal responses to the nine linguistic principles listed above. After an initial field testing, the questionnaire was administered to a group of practicing linguists so that a profile of linguistically informed attitudes as they related to a variety of issues and problems in the field of linguistics today could be accurately drawn rather than merely assumed. The degree to which the chairpersons and staff members possessed attitudes shaped by linguistics was then determined by measuring the extent of their agreement with the linguists on the different items according to the specific statistical methods described below.

Construction and refinement of a questionnaire that was capable of measuring attitudes toward language and, more specifically, the extent to which these attitudes were linguistically informed, was another of the major objectives of this study. The usefulness of such a questionnaire would extend beyond the limits of this study; it would enable teacher training institutions, schools, academic departments, and other researchers to survey language attitudes with an instrument whose content validity and ability to discriminate intensity of attitude had been ascertained.

Source material consulted for the questionnaire included a wide range of publications, from scholarly works to some of the more popular articles in NCTE journals. Some of the items are adaptations of one or more statements appearing in various texts, monographs, and other research studies; others were not inspired

by any particular source but were, instead, suggested by the general thrust of much that has been written in the past half century or so in the various fields of language study and linguistics and by the needs of the questionnaire as it began to take shape. In its final form, each of the 50 items reflected at least one of Hess' linguistic principles.

The wording of individual items required, of course, careful judgment. Highly judgmental terms were used only when they were quite purposely intended to trigger agreement or disagreement. Terms such as "corrupt," "degenerative," "imprecisely and carelessly," and "allowed to deteriorate" make value judgments to which it is difficult to remain indifferent; their use was quite deliberate.

The Samples

Of the 300 members of the Linguistic Society of America who were sent copies of the questionnaire, 217, or 72%, completed and returned them. Of the 300 department chairpersons who, as members of CSSEDC, received the questionnaire and a Personal Data Sheet, 210, or 71%, completed and returned them. And of the 300 staff members who were sent the questionnaire and a Personal Data Sheet, 175, or 58%, returned them in completed form. Since returns from questionnaire surveys are usually very low, these percentages are quite good.

Factor Analysis

In order to enhance the construct validity of the questionnaire

and avoid drawing conclusions about attitudes from items that, from a statistical point of view, did not contribute signficantly to the questionnaire's validity, a factor analysis was conducted using the data provided by the linguists. Since the linguists' language attitudes provided the standard against which the attitudes of the chairpersons and staff members were compared, it was the linguists who provided the factors necessary for profiling the attitudes of all three groups.

The responses of the linguists were subjected to a principal components factor analysis, which was then rotated to a varimax solution. This procedure yielded 17 factors, of which 7 were considered to have loadings, or correlational coefficients, high enough to be useful to the study. These seven factors contained a total of 33 separate items; the additional 17 items did not have high enough correlations with any of these seven factors to be retained in any one of them. The 33 items comprising the seven factors appear at the end of this article in the form of a questionnaire that has been labeled the [redacted] Language Attitudes Questionnaire (LLAQ). Since the remaining 17 items did not correlate highly enough with the others to be included in any of the seven factors that emerged, they have not been reproduced here.

By examining the items included in each factor, it is possible to identify certain commonalities in content that suggest an overriding topic or theme on which a particular factor is focusing. When the topic or theme for each factor is identified, the usefulness of factors as explanatory constructs becomes

apparent, and the construct validity of the instrument can be determined.

Table 1 provides the descriptive labels that were used to identify the content in each of the factors and lists the items contained in each one. In addition, the range of the factor loadings is provided in each case. Items with lower loadings were retained only if they contributed to the strengthening of the factor's reliablity. Generally speaking, factor loadings based on verbal data are lower than those based on data from mathematics due to the effect of connotation and nuance on different respondents.

Table 1

Factor Content Label	Items	Factor Loading Range	
		High	Low
1. Prescriptive/ Descriptive Attitudes Toward Language	1 - 9	.70	.33
2. The Expressive Power of Different Languages and Dialects	10 - 12	-.68	-.43
3. Language Appropriateness: Purposes, Audience, Context	13 - 16	.49	.33
4. Language Change and Variation	17 - 22	.59	.34
5. Prescriptive/ Descriptive Approaches to Usage and Grammar	23 - 26	.71	.30
6. The Legitimacy of Neologisms and Nonstandard Dialects	27 - 29	.71	.54
7. Prescriptive/ Descriptive Attitudes Toward Usage, Levels of Language, and Semantics	30 - 33	-.74	-.31

An examination of the content labels reveals how much the seven factors overlap one another as explanatory constructs. The first factor, with its general theme of prescriptive vs. descriptive attitudes toward language, sets the frame of reference for the other factors that follow, although a variety of different topics keeps shifting the focus within this theme. The expressive range, effectiveness, and legitimacy of different languages, dialects, and levels of language; the significance of language change and variation; the appropriateness of particular usage; and the degree of logic and systematization in language forms are major issues treated by the different factors. Rather than serving as constructs that explain entirely separate and discrete dimensions of language attitudes, these factors present variations on a single major theme, providing both close-up and wide-angle perspectives on particular topics as the focus shifts from factor to factor.

Moreover, all of the factors focus on the linguistic tenets that permeate linguistically informed attitudes. Of the nine presented by Hess (see p. 5), those stressing the dynamic and conventional dimensions of language predominate in the factors, while those tenets dealing with the oral, purposeful and systematic, symbolic and arbitrary, personal and social aspects of language are also represented by the different items comprising the seven factors.

Clearly, then, there is a broad enough range of coverage of basic linguistic principles to establish the LLAQ's content

validity as an instrument that measures attitudes toward linguistics.

RESULTS

Following the identification of the seven factors, a one-way analysis of variance was conducted, yielding mean scores for each of the three groups for each of the factors. A Scheffe test was used to determine the size of the differences between mean scores that must exist before these differences could be considered significant, and to determine exactly where such differences, if any, were located.

The analysis of variance data is presented in Table 2. Factor content descriptions have been shortened to a brief phrase in order to simplify the format of the table. For each of the factor scales the results were significant beyond the .001 level of significance. When interpreting the mean scores, it should be kept in mind that a score of "3" represents a neutral point on a scale that ranges from Definite Agreement ("1") to Definite Disagreement ("5").

The following conclusions can be drawn based on the analysis of variance:

1. The linguists have given strong endorsement to the basic linguistic principles. They have qualified this endorsement with some reservations, but in no case have they expressed attitudes that are anything but favorably disposed toward these principles. Therefore, in the terms of this study, linguistically informed attitudes are those which give very definite support to the

Table 2

Means and Standard Deviations for Seven Scales of the LLAQ for Each of Three Groups: Linguists, Chairpersons, and Staff Members

	Linguists (N=205)		Chairs (N=192)		Staff Members (N=167)	
Scale	Mean	S.D.	Mean	S.D.	Mean	S.D.
1. Prescription vs. Description	4.63	.51	3.64	.74	3.45	.69
2. Languages and Dialects	1.35	.67	2.35	.93	2.31	.92
3. Language Appropriateness	4.23	.78	3.13	.93	2.95	.91
4. Change and Variation	4.27	.57	3.46	.67	3.33	.69
5. Usage and Grammar	2.01	.84	3.22	.99	3.45	.84
6. Language Legitimacy	4.83	.50	3.88	.94	3.54	1.00
7. Usage, Levels of Language, Semantics	4.50	.65	3.59	.85	3.30	.86

Note: (1 = Definite Agreement; 5 = Definite Disagreement)

linguistic enterprise.

2. On every measure provided by the seven factors, both the chairpersons and the staff members differ significantly from the linguists in their attitudes toward language.

3. The attitudes expressed by the chairpersons and the staff members represent a more neutral stance with respect to the linguistic enterprise than do the attitudes of the linguists, which strongly endorse it. The charting of the attitudes of the three groups in Figure 1 reinforces this point.

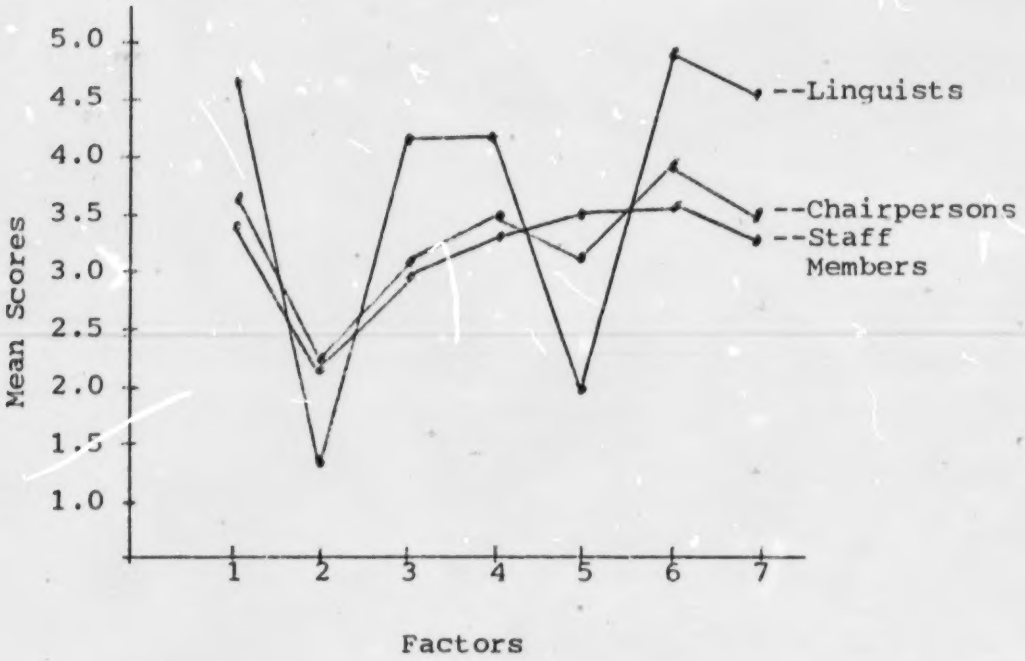

Figure 1. Mean Scores for the Three Groups for Each of the Seven Factors.

By inverting the mean scores for Factors 2 and 5, it can be shown even more clearly how the linguists' attitudes differ from those of the two teacher groups. Inverted mean scores are determined by subtracting the obtained scores from 6. See Figure 2.

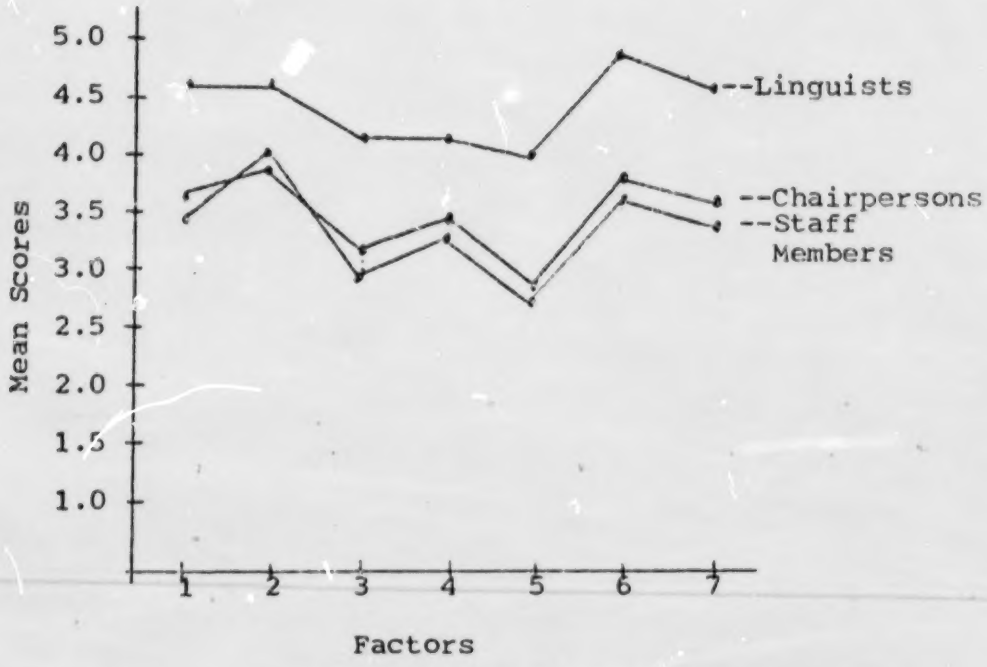

Figure 2. Mean Scores for the Three Groups for Each of the Seven Factors with the Scores for Factors 2 and 5 Inverted.

4. On every measure except one (Factor 2, where the difference between the chairpersons and staff members is not significant), the chairpersons expressed attitudes toward language that are more linguistically informed than those of the staff members. This difference is given special statistical emphasis by the three factors for which there are significant differences between the two groups.

5. For three of the factor scales, the chairpersons and staff members expressed attitudes toward language that are significantly different from each other.

Space limitations do not permit a full discussion of the results for each of the LLAQ's 33 items or of the helpful comments many of the respondents made for particular items. Although some were concerned about the dangers of "correct knee-jerk linguistician responses" to certain "dogmatic orthodoxy" that the oversimplifications of a questionnaire format can produce, most of the respondents, and particularly the linguists, spoke quite favorably of the design of the questionnaire.

Linguists

The analysis of the results for individual items reveals how strongly the linguists expressed what in general terms have been described as descriptive or relativistic attitudes toward language. They viewed language as dynamic and conventional, and strongly resisted making value judgments about the acceptability of particular forms or functions except to indicate that what is appropriate in a given instance depends on such considerations as the speaker's intentions and the social context. Prescriptivism based on some concept of logic or tradition or grammatical correctness was strongly rejected.

All languages and dialects were viewed by the linguists as possessing the potential for expressing a full range of ideas and feelings; none were viewed as flawed, defective, or corrupt

versions of other more acceptable languages or dialects. The LLAQ results make clear that the value judgments expressed by such terms as "deteriorate" (not perjoration), "inferior," "correct," "corrupt," "inadequate," and "lazy" (as it applies to speech habits) are simply not a part of the vocabulary of the linguistic scientist who observes and records language data. While the linguists in the study did offer opinions on whether or not a particular usage should be accepted as standard English usage, for the most part they did so on the basis of their observations of its use by those who speak standard English dialects, rather than on the basis of a judgment regarding its inherent worthiness when measured against some criterion of logic, tradition, or grammatical correctness.

While the overwhelming majority of the attitudes expressed by the linguists on the LLAQ were highly supportive of modern linguistics, there were some reservations expressed regarding particular items and, of course, for every item there were some linguists - if only a very few - who expressed attitudes that were not supportive of modern linguistics and the linguistic enterprise as defined in this study.

Some of the linguists found that particular items oversimplified the issues and failed to take into account research that might suggest a somewhat different point of view from the one that the item was presenting as representative of linguistically informed attitudes. The wording of particular items and the assumptions upon which they were based were also questioned at times. Linguists who marked one of the "moderate" categories

or who chose the Uncertain response to an item often made it clear that they did so because the item as worded overlooked some of the research that had been done in that area or appeared to be unaware of conflicting interpretations of the data. Certainly the mean scores reflect these reservations.

It is extremely important to recognize, nevertheless, that even in cases in which their reservations seemed rather strong, the linguists for the most part still marked on the side of the scale that had been intended to represent linguistically informed attitudes. In only a few instances did any of the linguists appear to be so unhappy with the thrust of a particular item that they denied the validity of its linguistic viewpoint by responding at the opposite end of the scale or, for that matter, by marking the Uncertain response category. As a result, the LLAQ has strong content validity as a measure of linguistically informed attitudes, and the linguists' responses have provided rather clearly defined attitude scales with which the attitudes of the teacher groups could be measured.

Chairpersons

The chairpersons were less descriptive in their approach to language than were the linguists. In factors which focused on the descriptive/prescriptive dichotomy, the chairpersons revealed much less support for descriptive attitudes toward pronunciation, the role of grammarians, current usage, word meanings, and bidialectalism than did the linguists. A large percentage of the chairpersons bestowed a prescriptivist role on

grammarians and favored absolute standards regarding usage matters. Many did not view word meanings as arbitrary and conventional and either expressed opposition to or uncertainty regarding the integrity and worthiness of minority dialects. The implication is that for these chairpersons one of the English teacher's most important tasks is to try to uphold standards of correctness and propriety that often are in danger of being ignored or denied, and that this task requires a substantial amount of prescriptivism in the classroom.

These differences are reinforced and widened in scope by other factors. A large number of chairpersons failed to support the concept that all languages and dialects have the potential for expressing a full range of ideas and feelings, that the dialects of the uneducated are just as systematic in their grammars as those of the educated, and that the use of the double negative by someone who is bidialectical is not a symptom of laziness but rather an indicator of one of the speaker's dialects. Nonstandard dialects were viewed as "corrupt" or "degenerative" versions of a standard dialect by many, further reinforcing the notion that deviations from some recognized norm are to be eschewed, if not condemned.

Much uncertainty was expressed regarding the logic of plurality markings among different dialects, as it was regarding the suitability of certain languages to perform particular tasks. On the other hand, there was rather significant support for the idea that nonstandard dialects can express well-reasoned arguments. In general, however, a large number of the chairpersons differed quite noticeably from the linguists on matters relating

to language legitimacy and variation, and particularly on issues concerning dialects and languages other than English.

Differences in attitude concerning usage matters were highlighted by those items that dealt with particular usage problems - specifically, the everyone/their, who/whom, like/as, and preposition-at-the-end-of-the-sentence questions. It is clear that the chairpersons were not nearly as quick to endorse the dynamic and conventional dimensions of language as revealed in such usage changes and variations as were the linguists.

This expression of more conservative, normative attitudes on the part of the chairpersons appeared over and over again in the results. Change was given a pejorative label when viewed as occurring as the result of the speaker's irresponsible use of the language, a viewpoint shared by a substantial number of the department heads. Formal language was considered by many as having the advantage over informal language of a greater range of suitability - of being, in fact, almost always "correct," and the more formal written language that is stressed in the activities of many English classrooms was given the nod over oral forms of language as the primary vehicle for expressing the values of a culture. Nevertheless, many of these same respondents rejected the idea that colloquial English was inferior to formal English in its ability to communicate ideas and feelings, thereby indicating some acceptance of language variety.

The differences noted above should not overshadow the fact that for every factor except one the department heads as a group

expressed attitudes that were more linguistically informed than not. These differences do explain, however, why the extent to which the department heads were so informed was not very great, as support for linguistics was counterbalanced by opposing viewpoints and uncertainty.

Staff Members

Substantive differences in attitudes between the staff members and the linguists were very much the same as those found for the chairpersons but in most cases more pronounced. The staff members were generally more prescriptive and expressed greater uncertainty on many of the issues related to usage, levels of language, the significance of language variety and change, language legitimacy and suitability, the role of grammarians, and the relationship between words and meanings. In several instances the total number of respondents marking the Uncertain category and the two categories representative of attitudes opposed to linguistics exceeded the total number of those marking the two categories representative of attitudes favorably disposed toward linguistics.

More of the staff members than the chairpersons were concerned about maintaining standards in the face of popular usage that threatened to change these standards; their attitudes were more authoritarian and normative, less willing to accept the fact that language is dynamic, conventional, arbitrary, and highly personal and social. For those items in the second factor that deal with other languages and dialects, the staff members were slightly more in favor of linguistic attitudes than the chairpersons, although

not to a significant degree. This exception, however, is not reinforced by items in other factors. In the sixth factor the number of staff members who are supportive of the integrity and legitimacy of nonstandard or minority dialects is smaller than it is for the chairpersons.

Personal Background Factors

In order to determine whether or not there were academic and professional background variables that might account for the attitudes of the chairpersons and staff members, an analysis of variance was conducted for the responses to each of several questions on a Personal Data Sheet. This was done for each of the seven factors, followed by a Scheffe test to specifically locate any significant differences obtained. In addition, a Chi square (x^2) test was run to determine the significance of the difference, if any, between the chairpersons and the staff members for each question.

Variables covered included the following: length of teaching experience, level of education completed, undergraduate and graduate (if applicable) major field of study, recency of course work, number of courses taken dealing with the study of language, and attendance at NCTE conventions and affiliate meetings.

Results for the chairpersons revealed that two of the variables - level of educational preparation and scope of professional activities - were statistically significant for one or more of the factor scales. The more course work taken by the

chairpersons and the wider the scope of their professional activities, the more sympathetic to linguistics were their attitudes. Such correlations do not, of course, imply cause-effect relationships.

Instances in which the analysis of variance did not produce any significant differences led to the conclusion that attitudes did not change significantly with longer years of service and that neither English nor Education majors had attitudes significantly different from each other or from those who majored in other fields. Nor were significant correlations found for recency of course work or the amount of it that dealt in some way with the study of language.

Results for the staff members revealed a significant correlation between enlightened language attitudes and the scope of professional activities, with those who had attended meetings at the national level possessing more enlightened attitudes than those who had only been involved in school district professional activities. For the most part, however, it was the negative correlations that stood out: neither length of experience, nor level of academic preparation, nor recency or amount of language-related course work, nor membership in NCTE were variables that were significantly related to the staff members' language attitudes.

The Chi square analysis of differences between the two groups revealed that the chairpersons had more years of teaching experience, a higher level of educational preparation, more graduate work and more of it in English, and a wider scope of professional

activities. While these differences do suggest possible explanations for the differences in attitude found to exist between the department heads and the staff members - differences that were statistically significant for three of the factor scales - a cause-effect relationship cannot in any way be established within the parameters of this study.

CONCLUSIONS

Linguistically informed language attitudes do not appear to be strongly endorsed by secondary English teachers. Those who are in leadership positions at the local level as English department chairpersons have demonstrated only a very mild endorsement of modern linguistics; for every one of the seven factors established by the study their attitudes differed significantly from those of the linguists. Yet the significant differences that exist between their attitudes and those of their staff members for some of the questionnaire's factor scales suggest that perhaps the efforts of groups like NCTE to promote the cause of modern linguistics as it relates to the classroom have not gone for nought. Of course, correlations between academic and professional background variables and language attitudes were found to be very minimal at best. Cause-effect relationships are quite complex, and the role of other potentially important variables, such as personal and professional value systems and self-image, were not assessed.

NCTE, teacher preparation faculties, local school districts,

and educational consortiums might be encouraged enough by the minimal endorsement given modern linguistics by the chairpersons to redouble their efforts to increase the level of endorsement among various groups of teachers. Certainly the need to develop in teachers a clearer understanding of the compatibility of modern linguistics and the teaching role is one implication of this study. The NDEA institutes and Project English Curriculum Study Centers of the 1960's had as one of their goals the bringing together of those doing research at the university level with those teaching in the nation's schools. With the termination of federal funding, communication between these two groups has greatly diminished. Nevertheless, at the local level it is still possible to work toward a dialogue. Schools, local educational consortiums and agencies, and state and university departments of education can provide both the necessary funds and the meeting places if they recognize the importance of shaping teacher attitudes toward language.

THE 33-ITEM LLAQ DERIVED FROM THE FACTOR ANALYSIS

Directions: The following statements about language express attitudes with which you may agree or disagree. Circle the code letter(s) that most nearly represents your response to each of the statements. It is important that you record your own feelings about each statement, not what you believe others may feel is the most acceptable response. Be sure to circle only one of the codes for each statement.

A: Definite agreement (completely or nearly so)
MA: Moderate agreement (some reservations)
U: Uncertain
MD: Moderate disagreement (some reservations)
D: Definite disagreement (complete or nearly so)

*

A MA U MD D 1. Since the word hysteria is derived from the Greek word for womb, descriptions of hysterical people should be limited to women.

A MA U MD D 2. The pronouncing of accept and except or device and divide with identical initial syllables is an example of mispronunciation.

A MA U MD D 3. The fact that the word hussy at one time meant "housewife" is an example of how in modern times some words have been allowed to deteriorate.

A MA U MD D 4. Someone who says "I ain't got no pencils" outside of school but says "I don't have any pencils" in school is appropriately referred to as "linguistically lazy" in his or her use of language outside of school.

A MA U MD D 5. The following sentence should be accepted as an example of standard English usage: The young man now has something to work for.

A MA U MD D 6. It would be helpful to have an American Academy to regulate usage.

A MA U MD D 7. There is virtually no order or logic to our present system of spelling.

A MA U MD D 8. While the speakers of a language may determine what usage forms are prevalent at a given time and in a given place, it is the job of grammarians to determine what usage forms are correct no matter what the time or place.

A MA U MD D 9. The dialects spoken by uneducated people are usually less systematic in their grammar than those spoken by people who have had the benefit of schooling.

A MA U MD D 10. The languages of "primitive" societies have as much potential for expressing a full range of ideas and feelings as do languages such as English and French.

A MA U MD D 11. Abstract thoughts can be expressed intelligently in any dialect.

A MA U MD D 12. Every native speaker of English speaks a dialect.

A MA U MD D 13. The fact that people often ask "How are you?" of someone they meet without really expecting to receive an accounting of that person's state of health is an example of a non-purposeful use of language.

A MA U MD D 14. The written language is the primary vehicle for expressing a culture's ideas, values, and goals.

A MA U MD D 15. The relationship between the speaker and his or her audience largely determines whether an expression like "them things" is appropriate or inappropriate in a given instance.

A MA U MD D 16. Formal language has the advantage over informal language or slang of being appropriate or "correct" in virtually any situation.

A MA U MD D 17. A language like German or English is much better suited for scientific purposes than a language like French or Italian.

A MA U MD D 18. Running words together and not pronouncing all syllables distinctly, as in "whatayagonna do nextuesday?" is a characteristic of non-standard English.

A MA U MD D 19. Language changes primarily when people begin to use words imprecisely and carelessly.

A MA U MD D 20. Non-standard dialects are capable of expressing well-reasoned, logical arguments.

A MA U MD D 21. Etymology should largely determine whether or not the use of a word is acceptable as Standard English; for example, since like was originally used as a preposition, its use as a subordinating conjunction should not be accepted as standard English usage.

A MA U MD D 22. Modern dictionaries record how a language is spoken and written by the people who use it.

A MA U MD D 23. The use of the pronoun their and the plural form books in the sentence "Everyone should bring their books" should be accepted as standard English usage since many educated speakers of the language use it this way.

A MA U MD D 24. The sentence "Who are you calling?" should not be accepted as standard English usage since the objective case pronoun "whom" is required.

A MA U MD D 25. Because language patterns vary constantly according to use, it is unrealistic to insist on a single standard of usage among students.

A MA U MD D 26. The grammar of Latin is not a good model for the explanation of English grammatical patterns.

A MA U MD D 27. If a given word is not in any dictionary, educated people should avoid using it.

A MA U MD D 28. Non-standard dialects are corrupt or degenerative versions of the standard dialect.

A MA U MD D 29. A dialect which marks plurality only once (e.g., two boy, two pair) is a less logical dialect than one which marks it twice (e.g., two boys, two pairs).

A MA U MD D 30. Dictionaries should describe usage, not prescribe it.

A MA U MD D 31. If absolute standards regarding usage matters give way to relative standards based on the current usage of the majority, then language clarity and precision suffer.

A MA U MD D 32. In terms of its ability to communicate ideas and feelings, colloquial English is inferior to formal or literary style.

A MA U MD D 33. Words are arbitrary symbols; there is no necessary connection between the name we give something and the thing itself.

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